

# Application Activity: Curriculum

Instructions: Using the accompanying grid, Nine Types of Curriculum Adaptations, review the following examples. Write the student's name on the blank grid under the type of curriculum adaptation you believe the example best illustrates. Although examples may employ elements of several curriculum adaptations, select which type you think the example most clearly illustrates. Circle the name of any student you believe would require specialized IEP objective-type grading in this situation.

Objective: Participants become familiar with the nine commonly used adaptations for students with and without disabilities served in general education settings, and will recognize the broad range of adaptations requiring no specialized grading.

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**Michael** uses an enlarged math text with reduced clutter while his classmates use standard texts.

**Jane** uses a calculator to perform each step in her three digit multiplication worksheet.

**Alex** circles the beginning sound of the words he hears from three written consonants on his paper during a spelling test. The other students are writing the pronounced word.

**Tim** delivers materials to classmates throughout the geography work periods while his peers are doing seat work. He does not do the seatwork.

**Ralph** works on fine motor skills with the occupational therapist while his classmates write a story.

**Lindsay** calls on classmates during a geography bee; when her turn comes her teacher calls on her.

**Lisa** completes a 2 sentence composition while her classmates generate 3 paragraphs.

**Kyle**, a first grader, takes his uncompleted exam to his 6th grade "buddy period" so his friend can write the answers he dictates..

**Ann** is a non-verbal. She holds up a remnant (item symbolizing an event) from the class field trip when she is called on in discussion period to comment on what she has learned.

**Lois** hands out towels during PE period while her classmates do typical physical fitness activities. She does not do the activities.

**Mary** learns 3 spelling words while her friends learn 10.

**Bill** learns his addition math facts by December to earn the award, while his classmates complete them by October.

**Trevor** "wins" at Connect Four when he had 3 checkers in a row, while his classmates "win" when they have 4 in a row.

**Keisha** knows it is snack time when her teacher holds up a juice box, while her classmates know it is snack by the teacher's verbal statement alone.

**Oren** turns the pages for the story read in his kindergarten class. He participates in answering questions.

**Isaac** points to the correct answer in a grid of 4, while his classmates give verbal responses.

**David** attends music class with his friends with a teaching aide accompanying him.

**Grace** works on matching skills while her classmates read about Spain.

**Carley** learns to recognize 5 letters while her classmates learn all 26.

**Katey** finishes the art project during free time that her classmates finished the previous week.

**Brendan's** classmates “freeze” after 5 baskets are made in recess basketball. This allows Brendan the opportunity to shoot the basket unobstructed.

**Brian** touches the toy he wants when presented with two items, while his classmates tell the teacher their free time choice.

**Othello** demonstrates “ $\frac{1}{2}$  plus  $\frac{1}{3}$ ” with measuring cups and sand while his classmates complete the problem as a paper/pencil task.

**Angel** has a "buddy" in cooperative learning activities to help him stay on task.

**Sara's** job is to call out the person's name to signal permission for that student to answer a discussion question when the teacher looks toward the student with a nod.

**Jim** touches the computer screen whenever he hears the "beep" signaling that the 10 math problems his two friends have been doing are all correct. He does not actually do the problems.

**Marcello's** friends help him find his way to the lunch room, find his place and open his food containers.

**Michio** demonstrates and describes how a volcano works while his classmates write reports on the mechanism and effects of natural phenomena.

**Caesar** is allowed to finish his math problems quickly and then choose a free time activity while his classmates take up to 30 minutes longer to finish. Nine Types of Curriculum Adaptations